



The Influence Of Principals' Managerial Competence, Academic Supervision And Teachers' Education Levelon The Performance Of Public Junior High School Teachersin Kuala Kampar Sub-District

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Abstract

The success of education is highly dependent on the interconnectedness of supporting factors that contribute to improving the quality of education. One of the main factors is optimal teacher performance in achieving student learning outcomes. This study aims to analyze the effect of the principal's managerial competence, academic supervision, and education level on the performance of public junior high school teachers in Kuala Kampar District. This study used a descriptive quantitative approach with a population of all public junior high school teachers in Kuala Kampar District, Riau Province, totaling 78 people. The saturated sample method was applied, so that the entire population was used as a research sample. Data collection was done through a questionnaire (survey), and data analysis using descriptive analysis techniques and multiple linear regression. The results showed that: (1) principals' managerial competence has a positive and significant effect on teacher performance, (2) academic supervision has a positive and significant effect on teacher performance, (3) teachers' education level has a positive and significant effect on teacher performance, and (4) simultaneously, the three independent variables have a positive and significant effect on teacher performance with the regression equation $Y = 2.672 + 0.832X_1 + 0.618X_2 + 0.713X_3$. The constant value of 2.672 indicates that if all independent variables are zero, then teacher performance is still worth 2.672. The regression coefficients indicate that each one-unit increase in principals' managerial competence, academic supervision, and education level will increase teacher performance by 0.832; 0.618; and 0.713 respectively, assuming other variables remain constant. This finding confirms that efforts to improve teacher performance need to consider improving principals' managerial competence, the effectiveness of academic supervision, and improving teachers' education levels. Thus, the results of this study can serve as a reference for stakeholders in designing more effective policies to improve the quality of education.

Keywords: Academic Supervision, Education Level, Teacher Performance



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INTRODUCTION

Education is one of the main factors in determining the quality of human resources that will have a direct impact on the progress of a country. As a vehicle for improving the quality of individuals, education has a very crucial role in ensuring the sustainability of a nation. The rapid changes of the times encourage transformation in various aspects of life, especially in the field of education. Education as a deliberate and planned effort aims to create a conducive learning atmosphere in order to optimally develop the potential of students. This is in accordance with the mandate in Law Number 20 of 2003 Article 1 Paragraph 1 concerning the National Education System which states that education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. In addition, education also aims to develop the potential of students to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed in the life of society, nation and state.

The success of education is highly dependent on various factors that support the learning process, one of which is teacher performance. Teachers have a very strategic role in determining student success in achieving optimal learning outcomes. A quality education cannot be realized without competent teachers who have good performance in managing the learning process. Teacher performance is defined as the level of individual success in fulfilling their obligations and responsibilities and their capacity to achieve predetermined criteria and goals (Guntoro, 2020). Thus, a teacher who is able to carry out his duties and responsibilities professionally will have optimal performance, which in turn will have a positive impact on improving the overall quality of education.

In order to improve the quality of teachers, various policies have been implemented by the government, one of which is the Merdeka Mengajar (PMM) platform. This platform aims to provide opportunities for teachers to continue learning and developing their competencies to support the improvement of learning quality. PMM is not only designed to improve teacher competencies, but also provides training to principals as leaders in educational institutions. However, the reality on the ground shows that many teachers still have low performance levels. Based on a survey conducted by the World Bank in 2022, the quality of teacher performance in Indonesia is still in the low category. In addition, in the 2023 global education rankings, Indonesia only occupies the 67th position out of 203 countries. This reflects that the quality of national education is still far from expectations and further efforts are needed to improve the quality of teachers and principals as holders of important roles in educational institutions.

The results of a pre-survey conducted in several public junior high schools in Kuala Kampar District show that teacher performance is still relatively low. This is due to various factors, including the lack of ability to develop lesson plans in accordance with the curriculum, limitations in applying effective learning methods, and weak coordination and communication between teachers and school principals. In addition, it was also found that many teachers do not teach according to lesson plans, but only teach based on memory and previous experience. This shows that there are still limitations in the professionalism of teachers in carrying out their duties. In addition, many principals complain that it is difficult to unify the school's vision and

mission due to different views among teachers, and that the high administrative burden makes principals less focused in managing school programs. All these factors contribute to the low quality of education in schools in Kuala Kampar sub-district.

Factors that influence teacher performance can be categorized into internal and external factors. Internal factors include teachers' motivation, interest, ability, character, age and education level, while external factors include principals' leadership, work environment, educational facilities, policies and administrative systems. In this study, three main factors that influence teacher performance will be examined: principals' managerial competence, academic supervision and teachers' education level. These three factors were selected based on the findings from the pre-survey.

According to Rastina (2017), the managerial competence of school principals is the ability of school principals to carry out their roles as planners, implementers, organizers, and supervisors to achieve educational goals. Meanwhile, Mutoharoh (2023) stated that the principal's managerial competence reflects the principal's capacity to manage change, design strategies, and optimally empower school resources. Principals who have good managerial competence will be able to create a conducive work environment, which in turn will encourage improved teacher performance.

Academic supervision is also an important factor in improving the quality of teacher performance. Academic supervision is a series of activities that aim to help teachers improve their competence in managing learning (Sugiyanti & Sabar Narimo, 2016). Principals have a role as supervisors who provide direction, guidance and evaluation to teachers so that they can carry out their duties better. Effective academic supervision can increase teachers' motivation, help them develop innovative learning methods, and improve the quality of student learning outcomes.

The level of teacher education is also an important variable in influencing teacher performance. Higher formal education can improve teachers' understanding of learning strategies, evaluation methods and more effective approaches to teaching. However, existing research shows mixed findings regarding the relationship between education level and teacher performance. Therefore, this study aims to further examine the effect of education level on teacher performance in state junior high schools in Kuala Kampar sub-district.

Previous research has shown a positive relationship between principals' managerial competence, academic supervision, and teacher education level with teacher performance. Meidiana (2020) found that principal leadership and academic supervision have a significant impact on improving teacher performance. Manalu & Lumbanbatu (2023) also stated that academic supervision can help teachers improve the quality of their learning. Another study by Ardiyasa et al. (2023) showed that academic supervision not only plays a role in improving teaching quality but also as an evaluation tool to achieve better educational goals. Sriyono (2019) found that teachers' education level affects their performance, where teachers with higher education tend to have a better understanding of managing learning.

Based on the background that has been described, as well as the findings from the pre-survey that has been conducted, this study aims to examine the effect of the principal's managerial competence, academic supervision, and the level of teacher education on teacher performance in State Junior High Schools in Kuala Kampar District.

RESEARCH METHOD

Research Design

This research uses a quantitative approach with descriptive analysis type of research. This approach is used to describe the facts and analyze the influence between the variables studied. The research location was conducted at the State Junior High School in Kuala Kampar District, Pelalawan Regency. The selection of this location was based on the results of a pre-

survey which showed that teacher performance was still low so that a solution was needed to improve the quality of teacher performance. This research was conducted in stages from June to December 2024.

The population of this study were all public junior high school teachers in Kuala Kampar District, totaling 78 people. The sampling technique used is a saturated sample or census, so that the entire population is used as a research sample. This study involves three independent variables, namely Principal Managerial Competence (X1), Academic Supervision (X2), and Teacher Education Level (X3), and one dependent variable, namely Teacher Performance (Y). Data were collected through questionnaires given to all respondents to obtain information about the research variables.

Research Target/Subject

Before being used in the main research, the questionnaire instrument was tested for validity and reliability. The validity test was carried out with Product Moment correlation using SPSS version 22, where the instrument was declared valid if the r-count value was greater than or equal to the r-table at the 5% significance level. The reliability test uses the Cronbach's Alpha method, with the criterion that the instrument is said to be reliable if the r value (Cronbach's Alpha) is greater than 0.60.

Research Procedure

The data analysis technique used in this research is descriptive analysis and multiple regression analysis. Descriptive analysis is used to describe the characteristics of respondents and the distribution of research data, while multiple regression analysis is used to analyze the effect of independent variables on the dependent variable. The regression equation used is $Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + e$, where Y is Teacher Performance, X1 is Principal Managerial Competence, X2 is Academic Supervision, X3 is Teacher Education Level, α is a constant, b_1 , b_2 , and b_3 are regression coefficients, and e is the error term.

Instruments, and Data Collection Techniques

Before conducting the regression analysis, a classical assumption test was carried out which included a normality test with Kolmogorov-Smirnov to ensure that the data was normally distributed if the significance value was more than 0.05, a linearity test using the Test for Linearity to see the relationship between the independent and dependent variables, a multicollinearity test with the Variance Inflation Factor (VIF) where there was no multicollinearity if the VIF value was less than 10, and a heteroscedasticity test with the Glejser test, where the data was said to be free of heteroscedasticity if the significance value was more than 0.05.

Data Analysis Technique

Hypothesis testing is done through the F test to determine the simultaneous effect of the independent variable on the dependent variable, with significant results if the significance value is less than 0.05. In addition, the t test is used to test the effect of each independent variable on the dependent variable individually, with significant results if the significance value is less than 0.05. The coefficient of determination (R^2) is used to measure how much the independent variable contributes in explaining the dependent variable. With this analysis technique, the research aims to get conclusions about the factors that influence the performance of public junior high school teachers in Kuala Kampar sub-district.

RESULTS AND DISCUSSION

This study aims to analyze the effect of the principal's managerial competence, academic supervision, and teacher education level on the performance of public junior high school

teachers in Kuala Kampar District. The results of the study are presented in the form of descriptive analysis and hypothesis testing using multiple regression.

Descriptive Test Results

Descriptive analysis is used to provide an overview of the research data based on the results of the questionnaire that has been collected from 78 respondents. The data analyzed included teacher performance variables, principal managerial competence, academic supervision, and teacher education level.

Based on the results of descriptive analysis, the majority of teachers have performance in the good category, with a percentage of 67.9% (53 respondents). A total of 17.9% (14 respondents) had very good performance, while 14.2% (11 respondents) were still in the poor category. There were no teachers who had poor performance. Thus, it can be concluded that most teachers have shown good performance in planning, implementing, assessing and following up on learning.

Table 1. Results of Frequency Distribution of Teacher Performance Variables

Category	Interval	Frequency	Percent age %
Very good	117 – 170	14	17,9
Good	90 – 117	53	67,9
Poor	62 – 89	11	14,2
Very poor	34 – 61	0	0
Amount		78	100

Source: Processed Data (2025)

The analysis of the principal's managerial competence showed that the majority of respondents (55.2%) categorized the principal's managerial competence as good. A total of 25.6% stated that the principals had very good competence, while 19.2% rated the principals' competence in the poor category. No principals were categorized as not good, indicating that most principals already have good enough managerial skills in managing schools.

Table 2. Frequency Distribution of Principal Managerial Competence Variables

Category	Interval	Frequency	Percentage %
Very good	67 – 95	20	25,6
Good	51 – 66	43	55,2
Poor	35 – 50	15	19,2
Very poor	19 – 34	0	0
Amount		78	100%

Source: Processed Data (2025)

Academic supervision conducted in schools was also rated as mostly good (60.3%, 47 respondents), while 10.2% (8 respondents) stated that academic supervision was very good. However, there were still 29.5% (23 respondents) who considered academic supervision to be poor. This indicates that although academic supervision in schools has been running well, evaluation and improvement are still needed to make supervision more effective in improving the quality of teacher performance.

Table 3. Frequency Distribution of Academic Supervision Variables

Category	Interval	Frequency	Percentage %
Very good	80 – 115	8	10,2
Good	61 – 79	47	60,3
Poor	42 – 60	23	29,5
Very poor	23 – 41	0	0

Amount	78	100%
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Source: Processed Data (2025)

Hypothesis Test Results

Hypothesis testing was carried out using multiple regression tests to determine the effect of each independent variable on teacher performance.

Table 4. Anova Test (F Test)

Anovaa					
Model		Sum of Squares	Df	Mean Square	F
1	Regression	411,905	2	211,050	301,714
	Residual	107,939	75	10,029	
	Total	551,843	77		

Source: Processed Data (2025)

The F-test results show that the F-count value of 301.714 is greater than the F-table (4.05) with a significance of $0.004 < 0.05$. This means that simultaneously, the principal's managerial competence, academic supervision, and teacher education level have a significant effect on teacher performance.

Table 5. t Test

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,672	10,384		350,20	,8
X1	,832	,274	,801	,8026	,0
X2	,618	,188	,540	,4852	,0
X3	,713	,221	,639	,0824	,0

Source: Processed Data (2025)

The t-test results show that each independent variable has a significant influence on teacher performance with the t-count > t-table value and Sig value < 0.05.

Table 6. Determination Coefficient Test

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,876a	,876	,604	2,826

Source: Processed Data (2025)

Based on the results of the coefficient of determination test, the regression equation is obtained, namely: R^2 value = 0.876, which means that 87.6% of teacher performance variability can be explained by the variables of principal managerial competence, academic supervision, and teacher education level. The remaining 12.4% is explained by other variables outside this model.

Based on data analysis and hypothesis testing, the results of this study prove that the managerial competence of school principals has a significant influence on teacher performance. This means that the better the managerial competence of a principal, the higher the performance of teachers at school. Good managerial competence includes the ability to plan, organize, evaluate, and lead. This shows that principals who have superior managerial skills are

able to create a more conducive work environment, support teacher performance, and have a positive impact on the quality of learning provided to students.

According to Rastina (2017), the managerial competence of school principals is the ability to carry out their management functions, namely as planners, implementers, organizers, and supervisors to achieve predetermined goals. A similar view was expressed by Ismuha (2016) who emphasized that managerial competence includes the principal's organizational skills in developing school resources to create an effective and efficient learning environment. Therefore, principals must have skills in managing human resources optimally so that educators can work optimally and contribute to achieving school education goals.

Furthermore, Euis & Doni (2015) stated that the managerial competence of school principals can be seen from their ability to plan, manage change, and empower educators to achieve school goals. An effective and efficient education management process is essential in achieving educational goals. Without good management support, schools will experience organizational disorganization that ultimately hinders the achievement of expected educational goals.

The findings in this study are also in line with several previous studies. Mutoharoh, et al. (2023) stated that the managerial competence of school principals can determine teacher performance. This finding is also supported by research by Siregar (2022) and Junaedi, et al. (2017) who found the influence of the principal's managerial competence on teacher performance. In addition, Meidiana (2020) also confirmed that the better the managerial competence of a principal, the better the performance of teachers in carrying out their duties.

The results of this study reinforce the idea that principals not only act as administrative leaders, but also as strategic managers in the school environment. By applying good managerial competencies, principals can create supportive policies, build teacher motivation, and provide clear directions so that teachers can work more effectively. Therefore, improving the managerial competence of school principals should be a major concern in an effort to improve the overall quality of education.

From this discussion, it can be concluded that the principal's managerial competence is an important factor in improving teacher performance. Therefore, training and development of principals' competencies in managerial aspects must continue to be carried out to improve the effectiveness of school management and the quality of learning for students.

CONCLUSION

The results of this study indicate that the managerial competence of school principals, academic supervision, and the education level of teachers have a significant impact on teacher performance. Good managerial competence of the principal allows for the creation of a conducive work environment, provides support for teachers, and enhances the effectiveness of school management. A principal who possesses skills in planning, organizing, and supervising can help increase teachers' motivation and productivity in carrying out their duties.

Academic supervision has proven to be an important factor in improving teacher performance. Supervision conducted systematically through guidance, monitoring, and continuous evaluation can enhance teachers' professionalism and the effectiveness of their teaching. With structured academic supervision, teachers can receive constructive feedback, enhance their pedagogical skills, and develop innovations in teaching.

In addition, the level of education of teachers also has a significant impact on their performance. Teachers with higher levels of education tend to have broader insights into learning strategies, educational technology, and more effective teaching approaches. The higher the level of education of a teacher, the greater their contribution to creating a quality learning experience for students.

Thus, this research confirms that the combination of school principals' managerial competencies, academic supervision, and teachers' education levels significantly contributes to the improvement of teachers' performance. Therefore, the improvement of school principals' competencies in managerial aspects, the implementation of effective academic supervision, and policies that encourage the enhancement of teachers' educational qualifications should be prioritized in efforts to improve the quality of education. With the optimization of these three factors, it is expected that teacher performance can continue to improve, which will ultimately have a positive impact on the quality of learning and student learning outcomes.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the authors used ChatGPT, developed by OpenAI, to assist with language refinement, grammatical correction, structural organization, and improvement of the academic style of the manuscript. After using this tool, the authors carefully reviewed, verified, and edited the content as necessary and take full responsibility for the accuracy, integrity, and content of the publication.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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